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ABSTRACT

The activities described exemplify the efforts of school counselors nationally to explain the "why" and "how" of the school counseling profession to their significant others -- pupils, parents, teachers, administrators, school boards and community groups. The survey found that, in communicating their role to administrators and school boards, counselors utilized a paucity of explanatory efforts, only 3 of which merited inclusion. Where role communication to parents and the community are concerned, considerable variety was found, most of which relied on video assistance or role playing and audience participation. However, there was a distinct absence of systematic follow-through. Role communication to pupils is generally done in the form of cartoon characters (junior high) and organized orientation programs (secondary students). A conventional talking approach was found to predominate where counselors communicated their roles to teachers. Sample activities are included for all groups. (TL)

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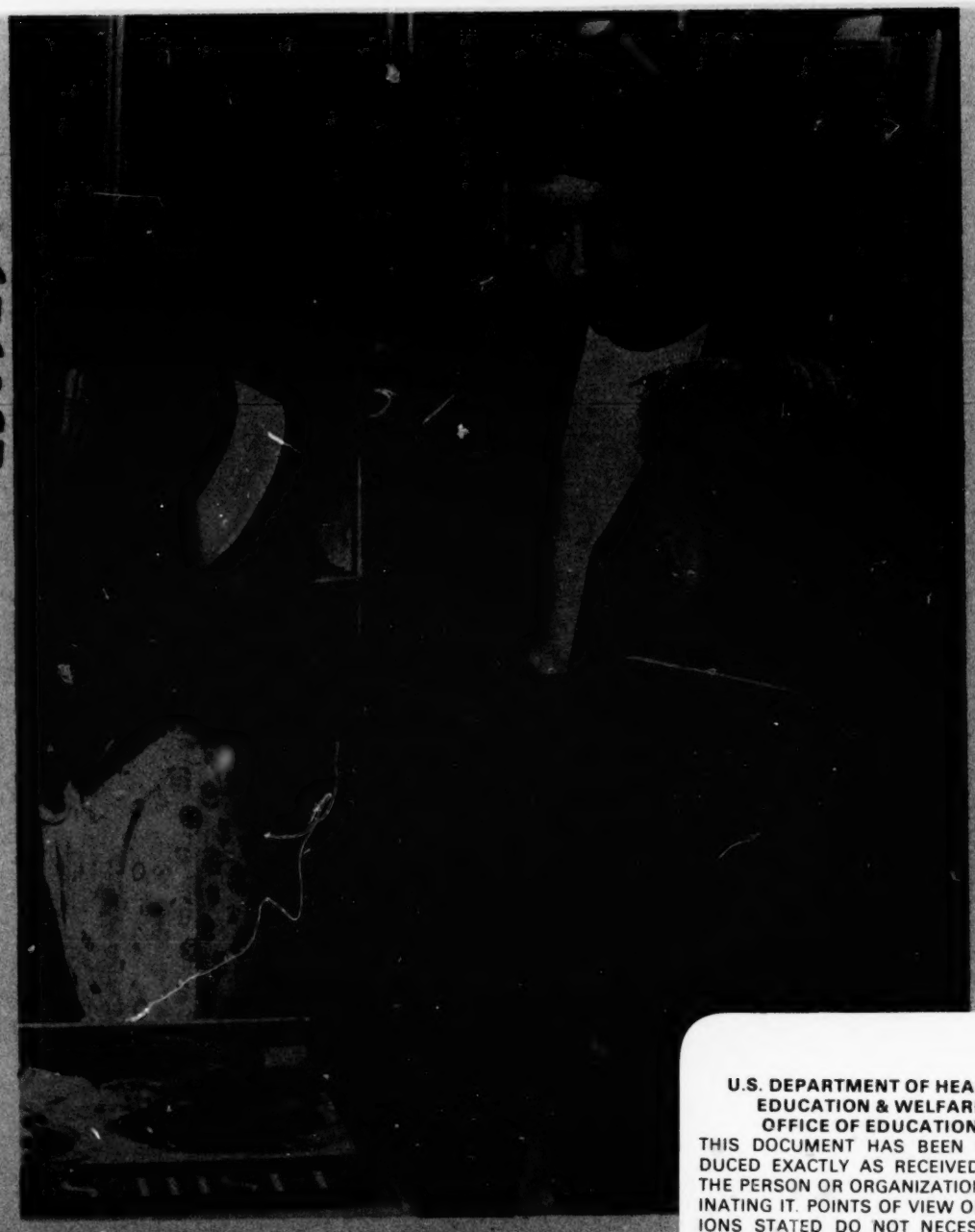

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promising practices in school counselor role communication

CG 006 516

wisconsin department of public instruction
william c. kahl / state superintendent

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Promising Practices in School Counselor Role Communication

A Report on a 1968-1970 Study Conducted by
the Committee on Counselor Role Implementation
of the American School Counselor Association

By:

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the American School Counselor Association

Wisconsin Department of Public Instruction
William C. Kahl, State Superintendent

August, 1970

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Preface

THIS book describes several promising practices in counselor role communication. The activities exemplify the efforts of school counselors nationally to explain the "why" and "how" of the school counseling profession to their significant others — pupils, parents, teachers, administrators, school boards and community groups.

What school counselors do to explain their role and function to others has been of interest to the leaders of the American School Counselor Association for several years. This attempt at a national assessment of role communication activity represents a first for ASCA. The task was undertaken by the ASCA Committee on Counselor Role Implementation because of its interest in the extent to which school counselors have been able to implement their roles by communicating to others what that role should be.

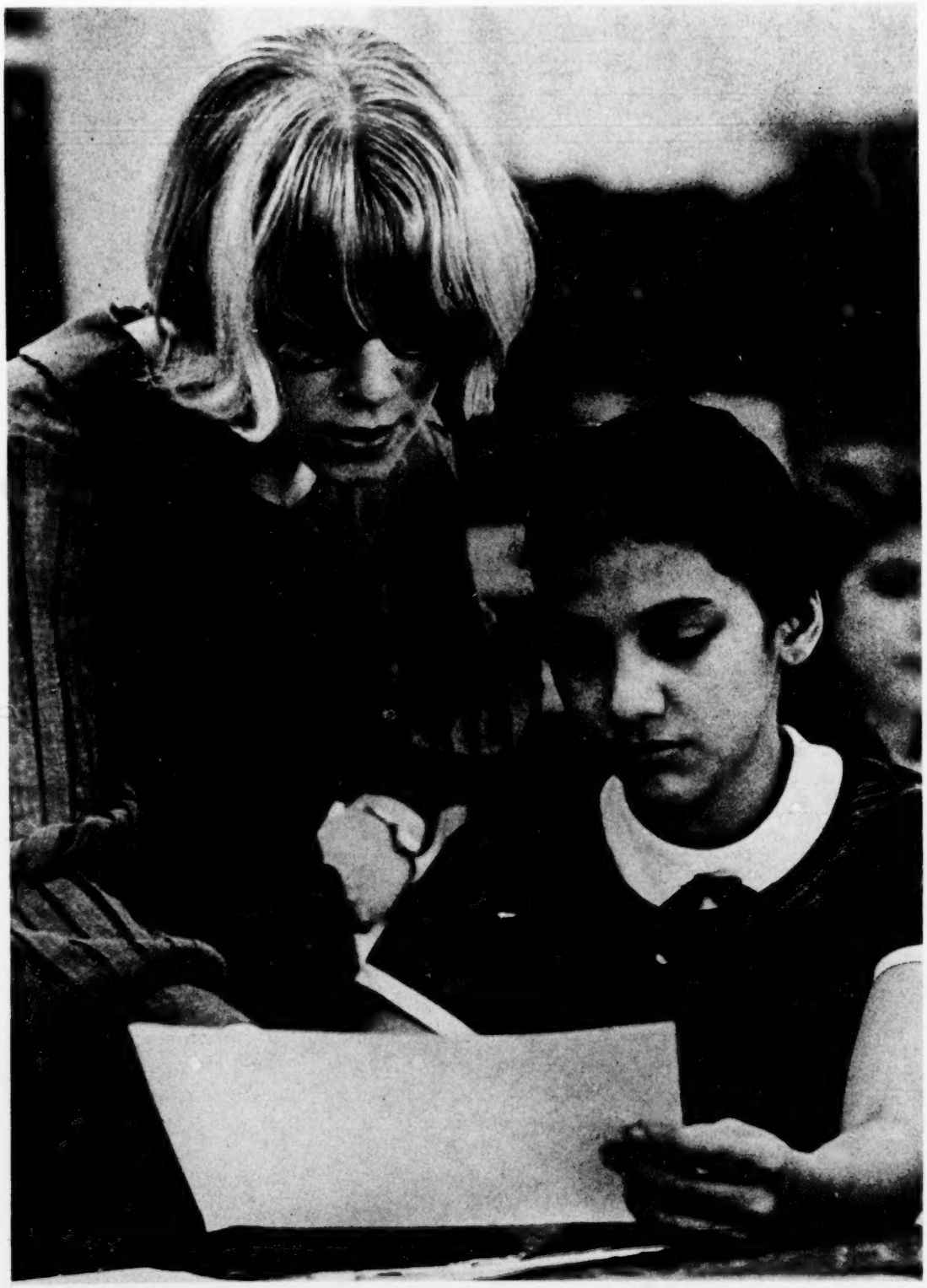
Upon its completion, this report was forwarded to the ASCA Governing Board through their Single Publications Committee. It was the recommendation of the Committee on Counselor Role Implementation that ASCA print and distribute to all ASCA members copies of this report. This was deemed not to be feasible at this time due to budgetary limitations.

Therefore, the Wisconsin Department of Public Instruction is cooperating with ASCA to publish this report for all school counselors in Wisconsin. It is hoped that other state departments of education will also be able to publish the book for counselors in their states through a similar agreement with ASCA.

It is hoped that the material presented will be both informative and practical. The book has been prepared for school counselors. It is the earnest wish of the committee that school counselors will find numerous aids from the sources described in the book to better communicate professional counseling roles to their significant others.

The ASCA Committee on Counselor Role Implementation

August, 1970
Madison, Wisconsin



I.

Promising Practices in School Counselor Role Communication

DURING the fall of 1967 the American School Counselor Association's Committee on Counselor Role Implementation began a project to conduct a nationwide survey to identify and obtain information about promising practices in counselor role communication or explanation by school counselors. The committee's goal was to produce a monograph or series of articles describing exemplary activities which counselors have used to communicate information about their professional roles to significant others.

A questionnaire to obtain preliminary information was developed and subsequently distributed through the American Personnel and Guidance Association (APGA), the American School Counselor Association (ASCA), state departments of education and various state professional school counselor organizations. By mid-1968 approximately 2,200 returns had been received from school counselors in the 50 states and U. S. territories originally surveyed.

History of the Committee

The Committee on Counselor Role Implementation was originally established to carry out a follow-up survey on the ASCA Statement on the Role and Function of the Secondary School Counselor as adopted in 1964. Subsequent committees have taken on two major purposes. One has been to implement the ASCA Statement among counselors at the state and local level. The other has been to get the ASCA Statement before professional and other interested groups. There was unanimous agreement among the members of the current committee, however, that the first objective has been reasonably accomplished at this time. It was the opinion of the committee that with the availability of the ASCA Statement itself, the filmstrip on the role of the secondary school counselors and other professionally developed statements, counselors ought to be working for role implementation without further push from a national committee.

The committee on counselor role implementation that conducted this study was comprised of representatives from local school counselors, counselor educators, state supervisors of guidance services, directors of pupil services and school administrators. The committee members were representatives of the Wisconsin Personnel and Guidance Association, the American School Counselor Association, the Wisconsin Department of Public In-

struction, the National Association of Pupil Personnel Administrators and the National Association of Secondary School Principals.

Development of the Project

The committee was in unanimous agreement that there was a need to clarify the image of the counselor among other non-counseling professional educators and the general public. It was felt that the public sees rather clearly the roles of the teacher, the doctor and the lawyer.

The committee thought that much should be done by school counselors to see that the role of the counselor was more clearly understood. Therefore, the committee members agreed to concentrate on clarifying the image of the counselor outside of the counseling ranks. Thus, the decision was made to survey school counselors to see what they were doing to communicate their role to others. The entire project was then presented by the committee chairman at that time, Dr. Richard P. Koeppe, to the ASCA Governing Board meeting on March 19, 1967, in Dallas, Texas. The Board in approving the committee's objectives made several suggestions which were subsequently incorporated into the study.

Conducting the Survey

As the committee received descriptions of role communication activities, an initial screening of these survey documents was done to identify those most promising for use by other school counselors. Approximately 300 of the original role descriptions submitted were identified as promising practices and a follow-up was conducted on these.

At this time, however, the committee's goal to produce a monograph or series of articles describing promising practices which counselors have used to explain their role to others was expanding. It was hoped that the final report could be segmented by groups to which counselors had directed their activities. It was, therefore, anticipated that certain segments of the total report could be published in a variety of professional periodicals. For example, those activities directed at school principals might be submitted to the *Bulletin of the National Association of Secondary School Principals*.

In reviewing the approximately 2,200 returns from school counselors the committee identified many useful locally produced audio-visual materials which school counselors had developed and which would occasionally be cited in the final report. The committee was sensitive to the problems which could develop in school districts included in the final report if requests for additional information or copies of materials used were sent to these districts. The committee asked the ASCA Governing Board about the feasibility of entering into contracts with local school districts to reproduce and make available these materials. It was felt by the Governing Board that this would be rather unwieldy and the committee decided not to take further action on the matter.

When the committee had concluded its review of each of the role communication activities, it was faced with the decision of how best to handle the disposition of the many, many responses it had collected. The committee felt strongly that the materials collected should somehow be made available for use by school counselors.

It was therefore decided to return to each state department of education the materials collected from their respective states. A cover letter was developed and forwarded with the role communication activities. The state departments were encouraged to further carry out the work of the committee by utilizing these materials to provide for increased school counselor role communication.

Preparing the Report

The committee completed its final screening of counselor role communication activities in October, 1968, and identified those most promising for use by other school counselors. The committee then decided to prepare a report for publication that would state the results of the survey, give pertinent data on the exemplary activities and comment editorially on conclusions reached from the survey.

A small group of counselors was asked to meet with the committee chairman in October, 1968 to review those activities which had been identified by the committee members as most promising. The review was in terms of the meaningfulness to the school counselors of the activities identified. A brief synopsis of this review activity was then prepared and submitted to committee members. At this time the committee members were again asked to review the activities which they had selected as most promising in light of the comments made by the team of school counselors and the appropriateness or the usefulness of the activities.

Publication of the Report

In November, 1969, the committee's final report was forwarded to the ASCA Single Publications editor for action by ASCA. It then became clear that ASCA did not have sufficient funds to publish the report intact. It would, however, be possible to publish the report by chapters in successive issues of *The School Counselor*.

Because of its belief that the final report should be made available as a single publication to school counselors, the committee approached the Wisconsin Department of Public Instruction in January, 1970, regarding the feasibility of its publishing the report. The Department was receptive to this proposal and requested and was granted approval by the ASCA Governing Board in March, 1970, to publish the report for all school counselors in Wisconsin.

The Wisconsin Department of Public Instruction agreed to test the usefulness to school counselors of the committee's work by publishing the report for distribution to all school counselors in Wisconsin. The Department also proposed to distribute copies of the publication to all state departments of education with the objective of encouraging these agencies to also publish and distribute the committee's report on promising counselor role communication activities. In all of these efforts, it was understood that ASCA would be credited with the development and conduct of the study.

In Conclusion

This has been an extensive undertaking of a very complex subject. The role activities described herein are unique only in that they have been used successfully by school counselors to communicate their role to significant others. They are not unique in that similar activities may have been utilized in different school districts by different sets of school counselors. An attempt has been made to include those activities which seem to be the most promising for role communication or explanation.

That there are other unique and equally useful activities which could have been included cannot be argued. It is the hope of the committee that where this oversight has occurred that school counselors will take the time to write up the activities and attempt to have these activities published in journals such as *The School Counselor*.

It is important also to note that the emphasis of this project was on activities of role communication by secondary school counselors. This decision was made initially on an accidental basis by the committee. It was not an intentional

decision. The original charge to the committee was to assess the degree to which school counselors have been able to initiate the "Statement on Role and Function of the Secondary School Counselor" as adopted at the 1964 American Personnel and Guidance Association Convention.

Therefore, when the committee sent out the role activity description survey it did not make clear that responses from elementary school counselors were equally encouraged. Subsequently, few were received from elementary school counselors.

Nevertheless, while this report describes activities primarily engaged in by secondary school counselors to communicate their roles to significant others, the descriptions apply equally to activities which could be engaged in by elementary school counselors. The committee earnestly hopes that elementary, secondary and post-high school counselors will find the role explanation activities described in this report helpful in communicating their roles to others.

Chapters 2 through 6 of the book describe the promising activities in counselor role communication as selected by the committee. Information is given on the availability of descriptive materials to be obtained from the local school district involved. Each of these chapters reports on role communication activities directed at specific reference groups. However, each chapter does in fact become inter-laced because most activities directed at one type of a group have excellent applicability to other types of groups. Chapter 7 of the book is devoted to editorial comments from the committee members regarding the activities of school counselors nationally in counselor role communication.

II.

Counselors Communicate Their Roles

To Administrators and School Boards

Richard Gorton

Introduction

It would seem reasonable to assume that perhaps the most extensive and imaginative counselor role-understanding activities would be directed at school administrators and at the school board. Both groups are pivotal in securing resources for maintaining and expanding counseling and guidance activities, and certainly the school administrator is a key individual in implementing the role of the counselor and changing other people's attitudes toward that role.

The findings of this survey, however, reveal a paucity of explanatory efforts by counselors to develop a better understanding on the part of the school administrator and the school board of the role of the counselor. Only 10.3 percent (274 of 2662) of all of the role communication activities reported in this survey were directed at administrators and school boards. Only three of these merit special attention.

Dr. Gorton was Principal, James Madison Memorial Senior High School, Madison, Wisconsin and is now Assistant Professor, Administration and Supervision, University of Wisconsin, Milwaukee.

It seems clear that, on the basis of this study, there is much which remains to be done unless counselors can or do assume that administrators and school board members already understand their role, or that the counselor's image and position in the secondary school is well-established and secure. Neither assumption seems warranted or desirable.

Three Explanatory Activities

Counselor-Administrator Dialogues. At Westerville High School in Ohio, a "round table" counselors-administrators dialogue has been initiated.

The primary purpose of the dialogue has been for both counselors and administrators to better understand each other's perception of the role of the counselor and to clarify differences of opinion. The meetings have typically taken place on a bi-weekly basis in the principal's office. Meetings were organized by the coordinator of guidance and lasted from 60 to 90 minutes.

Very little formal structure was provided for the meetings and an open atmosphere where each person could "air

his gripes" was encouraged. Some of the topics discussed were (a) improvement of communications between administrators and counselors; (b) counselors' role in the high school and junior high; (c) goals of the present guidance and counseling staff; (d) administrative viewpoints, outlook relative to counseling, and teacher and counselor relationships. Results of the meetings seemed to be favorable and it was felt that a clearer line of communication between the counselors and the principal had been achieved, as well as better administrative understanding and support of the counseling staff.

Role Conflict Resolution. One area of potential role conflict for the counselor lies in the expectation "important others" hold for him in regard to pupil discipline problems. Obviously there can be differences of opinion, depending on the position within the school system that people hold and their particular frames of reference. The counselors at Washington High School, Washington, Missouri, came to grips with a potential role conflict — not by rebellion, passive resistance, or argument — but through a careful review of the educational literature and discussion of the results of their labor with the assistant principal. Through their efforts — which are a positive contrast with most present methods of resolving conflict — a potentially serious role conflict was avoided and both parties seemed to have a much better picture of the role of the counselor in pupil discipline.

School Board Understanding of Counselor's Role. Most school board members have neither the background nor the time to develop on their own initiative a better understanding of the role of the counselor. They are busy people who have many groups and problems competing for their time and attention.

The counselors at Ligonier School District, Ligonier, Pennsylvania, apparently appreciated the problems of the school board in this regard and decided to maintain a daily log which would show the board the myriad tasks and responsibilities in which the counselor becomes involved. At the end of the year the logs were summarized (actually, this is an annual endeavor) and a report was made to the board.

As a result of the counselor presentation, the school board has granted funds for the expansion of counseling and guidance services and the hiring of additional counselors. Obviously, here is one counselor role-implementation activity which is practical, is attainable by many counselors, and which could go far toward developing a better concept of the role of the counselor by important reference groups.

– ACTIVITY –

Conductor of Activity: *James E. Miller*
Coordinator of Guidance Services
303 South Otterbein
Westerville High School
Westerville, Ohio 43081

Group: Administrators (principals) and school counselors

Activity Information:

Approximate number in group:	5-7
Number of contacts with group:	Once every other week during the school year
Average length of each contact:	1 hour minimum; 90 minutes, maximum

Activity Description:

A "round table" discussion has been initiated during which the expectation and responsibilities of counselors are discussed. The principals express their viewpoints of counseling roles and the counselors clarify "gray" areas.

This arrangement encourages a better working relationship between administration and counselors. It is hoped that this, along with discussion with teachers, will provide the necessary reinforcement for rewriting the counseling program in our high school.

Changes to Indicate Better Understanding of Counselor's Role:

A clearer line of communication between counselor and principal, a more favorable administrative view of counseling, and the support of the principal in relating counseling (its roles-responsibilities) to teachers.

Availability of Descriptive Materials:

None

— ACTIVITY —

Conductor of Activity: *Mrs. Thelma Reid*
Washington High School
Washington, Missouri 63090

Group: Administrators

Activity Information:

Approximate number in group: 5
Number of contacts with group: 3
Average length of each contact: 50 minutes

Activity Description:

Discussion of counselors' role in assisting the vice principal with discipline problems. A survey of the literature was made and duplicated to give administration insight into how the counselor should function and to emphasize that pupil punishment can hardly be incorporated into this role.

Changes to Indicate Better Understanding of Counselor's Role:

We hoped that the vice-principal would understand that we could furnish information in cumulative folders and certain other background material. The decision of expulsion, suspension, etc., should be the vice-principal's and it was only through the described activity that we really made our position clear. The vice-principal does feel free to refer some behavior problems to the counselors and he has stopped asking us to share the responsibility for punishing pupils.

Availability of Descriptive Materials:

None

— ACTIVITY —

Conductor of Activity: *Dr. H. Dale Zimmerman*
Supervisor of Pupil Personnel Services
Ligonier School District
Ligonier, Pennsylvania 15658

Group: (a) School boards (b) counselors, teachers, administrators

Activity Information:

Approximate number in group: (a) 9 board members
(b) 170 administrators, teachers counselors

Activity Description:

(a) All counselors keep a day-by-day log; these are summarized annually and distributed to the school board members; a part of a board meeting is then used for explanations and questions.
(b) A handbook has been drawn up listing the duties and roles of all members in the Pupil Personnel Services Department. They are made available to all members in the school system.

Changes to Indicate Better Understanding of Counselor's Role:

(a) The school board has granted funds for the expansion of services and hiring of additional counselors.
(b) The number of referrals to the department of pupil services has increased considerately over that of last year.

Availability of Descriptive Materials:

None

— ACTIVITY —

Conductor of Activity: *Gerald Konetshny, Tom Hansen, Roland Wickiser*
Forest View High School
2121 South Goebbert Road
Arlington Heights, Illinois 60005

Group: Administrators

Activity Information:

Approximate number in group:	All administrators and counselors for Q-sorts
Number of contacts with group:	3-4, for Q-sorts. (Administration and results)
Average length of each contact:	½ hour for administration of Q-sorts

Activity Description:

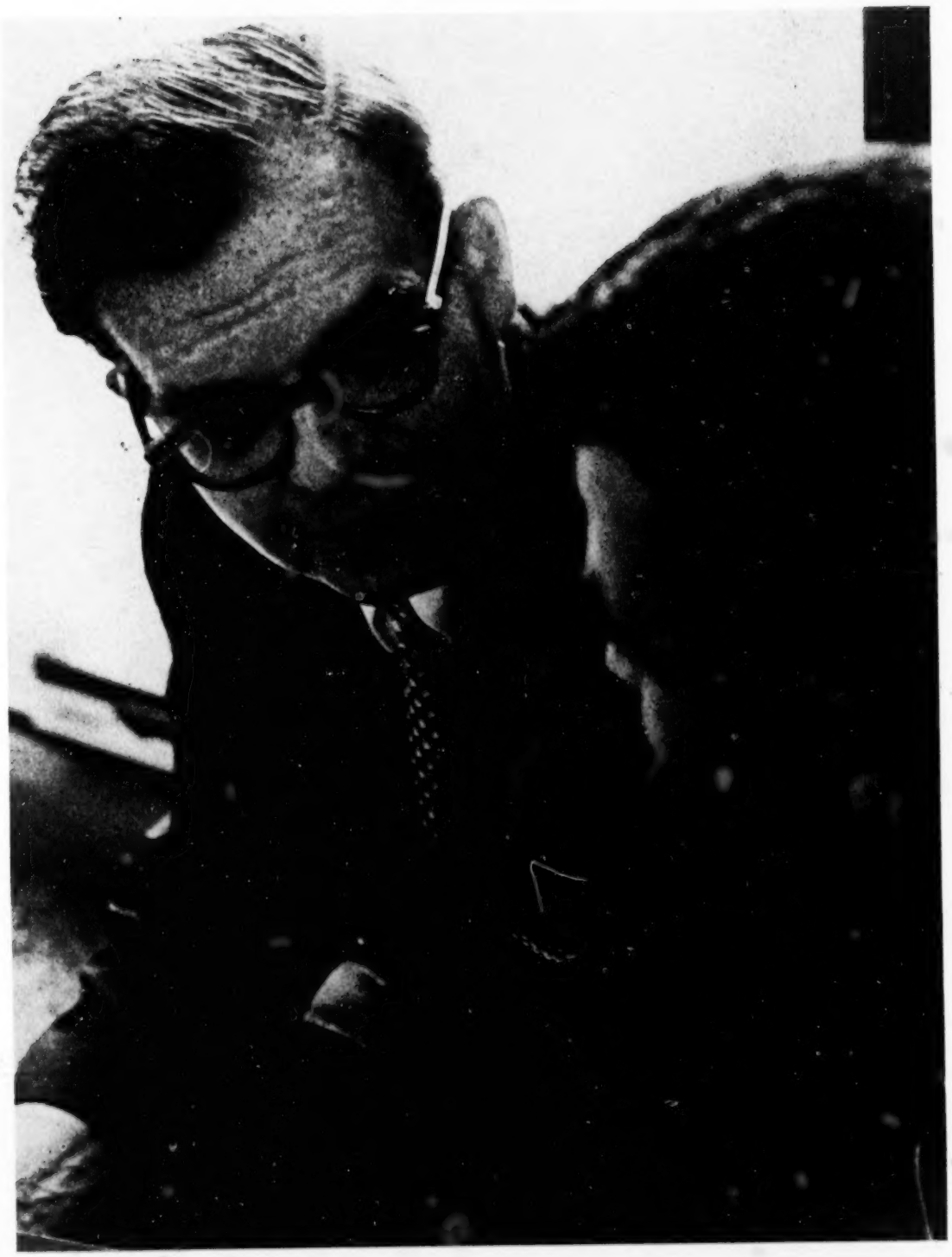
APGA lists 50 items that are typical Tasks of Counselors divided into a Q-Sort — As examples — administrators see counselors functioning compared to how they would like to see them function compared with how counselors see themselves functioning based on the 50 tasks as described by the American Personnel and Guidance Association (APGA).

Changes to Indicate Better Understanding of Counselor's Role:

Administration has developed much more insight to our role as counselors as we see it, and we as they see it. Communication between counselors and administration has improved greatly.

Availability of Descriptive Materials:

The materials needed for administration of the Q-sort technique can be obtained through the activity conductors for cost of materials and handling — approximately $.50.



III.

Counselors Communicate Their Roles To Counselors

Dennis J. Stroede

During the course of this study only seventy-eight (78) out of 2,662 activities which described and/or explained the counselor's role to counselors were submitted for examination by this committee. Whether or not this suggests more or less agreement within the ranks of counselors across the nation must remain a question. However, just as case studies which employ an interdisciplinary approach to problem solving have proved their worth as a useful tool in student personnel services, so have counselor workshops.

An Exemplary Activity

The *Life Career* game was described, taught and fully explained by Dr. Barbara Varenhorst, Counseling Psychologist, Gunn Senior High School, Palo Alto, California, to a group of twenty-five junior and senior high counselors during a six day workshop at Clearwater, Florida, in June of 1967. The major thrust of this activity was aimed at improving the decision-making skills of junior and senior high age youngsters by making counselors aware of the many considerations which should and do quite frequently influence the decisions made by these youngsters.

Counselors are daily faced with the task of uncovering new avenues which will "open youngsters up." The *Life Career* game possesses this coveted attribute because it *involves* young people and thus has great potential as a tool to demonstrate to all, in a somewhat unique way, what guidance is all about. This workshop experience firmly established in the minds of all counselors in attendance that there is an orderly process to observe in sound decision-making and, that counselors can and should play a significant role in the teaching of this process in an entirely palatable manner. This workshop on the application of the *Life Career* game to the counseling process is an excellent example of counselors working with counselors on a pragmatic plane resulting in greater concensus on the application of counselor role.

In Conclusion

It was interesting to note in this study that only 3% of the respondents felt that

Mr. Stroede is Director of Student Affairs, University of Wisconsin, Baraboo — Sauk County Campus, Baraboo. He was formerly a School Counselor at Clearwater High School, Clearwater, Florida.

school counselors are most in need of better communicating role and function to each other. Further, of the many role communication activities submitted to the committee, only 3 percent were directed at other school counselors. Most of these involved "grass roots" professional counselor organizational meetings. At these meetings the counselors typically talked to each other about their programs, shared locally developed handbooks and other such materials and listened to invited speakers, usually counselor educators.

There was a conspicuous absence of counselors meeting with persons employed outside of the educational setting to discuss perceptions of counselor role. There were no activity descriptions submitted involving counselors role playing before other counselors various aspects of their jobs to determine agreement on counselor role. Further, there were no descriptions of unique approaches to in-service activities by counselors for counselors on counselor role. The committee felt that many larger school districts have probably developed innovative approaches to this matter. However, these were not communicated to the committee.

– ACTIVITY –

Conductor of Activity: *Barbara Varenhorst, Ph.D.*
Gunn Senior High School
Palo Alto, California 94302

Observer of Activity: *Dennis J. Stroede, Counselor*
Clearwater High School
540 South Hercules Avenue
Clearwater, Florida

Group: Counselors (Junior & Senior High)

Activity Information:

Approximate number in group: 27
Number of contacts with group: 8
Average length of each contact: 6 hours

Activity Description:

The activity consisted of learning the "Life Career Game" which is currently being used in many California high schools to give students the opportunity to practice the decision-making process with a hypothetical life over a period of 10 to 20 years. The objective being to plan the most satisfying life for any given individual.

Changes to Indicate Better Understanding of Counselor's Role:

Have not had the opportunity for follow-up observation for the purpose of assessing behavioral changes. However, considerable success has been achieved in improving the decision making processes of youngsters in many California schools.

Availability of Descriptive Materials:

In depth descriptions of this activity may be obtained from: Harry A. Danielson, Supervisor of Guidance, Pupil Services Division, Board of Public Instruction, Clearwater, Florida or Barbara Varenhorst, Ph.D., Gunn Senior High School, Palo Alto, California.

(Con't.)

Comments

One of the most desirable leads into this guidance activity would be a general discussion, with the players of this game, of what constitutes a satisfying life. Some of the factors which deserve consideration are as follows:

a. clean work
b. paid vacation
c. prestige
d. recognition
e. education
f. fun with friends
g. nice home
h. marriage

If the hypothetical life you begin "playing" with is of high school age (and this is recommended) you must raise the question of what factors may affect this person's life in the next ten years. Some considerations are:

a. grades
b. test scores
c. finances
d. quality of interpersonal relationships
e. motivation
f. world situation
g. teacher recommendations

Many things can be taught with each game. Of course, the primary purpose of the activity is to provide the participants with the opportunity to make decisions which will affect a person's life. Aside from that aspect a great deal of time can be spent in the area of values. For example:

a. how are they chosen
b. where did they come from
c. is there a better way
d. kids can change a value if they are aware of it
e. do we do the things we value (is there a difference between should and would)

Perhaps the greatest need for this particular guidance activity stems from the fact that there has been:

a. a general lack of good vocational planning on the part of kids and parents
b. a lack of sound leisure time planning
c. an increasing need to educate the faculties, students and community about what counseling can and cannot do
d. a need to assist students in acquiring and evaluating information. When students learn how to do this they become their own counselors
e. a need for kids to know what good decisions are made from and then experience the results of *their* efforts

A counselor's job is to facilitate education. The *Life Career* game, as proposed by Dr. Varenhorst, can be a very beneficial tool to this end.

IV.

Counselors Communicate Their Roles

To Parents and Community-At-Large

Philip Perrone

There is considerable variety in the approaches used to communicate counselor role to parents. Most of these approaches either rely on video assistance or role playing if the audience is large and audience involvement if the group is small. Of course the techniques used with the large groups could be used with smaller groups as well.

One thing which appeared to be lacking in all these endeavors was any systematic follow through. Essentially these were one or two shot attempts to communicate an admittedly complex role. Most of these should be regarded as a beginning in which an overview of guidance services is pictured or in some instances an attempt is made to depict solely the counseling function. It would seem necessary for the counselor to consider presenting a series of "events" with the series being repeated, and modified, every two or three years. It would be helpful if more orientation materials were available for the counselor's use.

Dr. Perrone is Department Chairman and Professor of Counseling and Guidance, University of Wisconsin, Madison.

— ACTIVITY —

Conductor of Activity: *Myron B. Unger, Supervisor of Guidance*
Dist. #30, Staten Island, New York
929 East 29 Street
Brooklyn, New York 11210

Group: Leaders of ethnic minority groups, state legislators and local colleges.

Activity Information:

Approximate number in group:	1-7
Number of contacts with group:	1 with each of 6 groups
Average length of each contact:	2 hours

Activity Description:

Each session was attended by the 32 counselors serving elementary, junior and senior high schools of the district and the leaders of one community group. The sessions began with the community leaders stating what they thought should be the major services of counselors and whether these services were, in fact, being provided. The counselors responded and then a dialogue ensued. The series of conferences were arranged so the local federation of PTA's, the local branch of the NAACP, and the local urban league were involved. The presenters in these meetings were pupils, parents, members of the association, and counselors.

Changes to Indicate Better Understanding of Counselor's Role:

Communications have improved. The leaders now bring problems and suggestions to the attention of the counselors and guidance supervisor. The program is too new to notice any change in the guidance program or in the degree of acceptance by the community.

Availability of Descriptive Materials:

None
This project is still developing. Descriptive materials may eventually be available.

— ACTIVITY —

Conductor of Activity: *(Mrs.) Sue H. Erp, Counselor*
District 4J
Eugene, Oregon 97401

Observer of Activity: *Administration, teaching staff, Federal Coordinator for District #4J School District #4 (Dr. Aubrey Trimble, sponsor)*

Group: Specifically designed for parents of incoming junior high school pupils.

Activity Information:

Approximate number in group:	Neighborhood groups of 6-10, PTA groups of 100, Parents
Number of contacts with group:	Pre-showing contact by letters and visits, follow-ups
Average length of each contact:	Variable according to need

Activity Description:

JUNIOR HIGH, BRIDGE TO MATURITY. 30-minute presentation incorporating 100 colored slides with taped narration plus musical accents giving facts and philosophy of what Eugene District #4 does WITH pupils (rather than TO pupils).

Originally designed for orientation of parents of 7th grade pupils, plans for late spring include small group sessions of those whose children are in 6th grade.

Basic information includes a review of State of Oregon junior high school curriculum, school related activities and organizations. Visualized concepts show "teenage" as a period of problems and compensations of special significance. An abbreviated script reviewing introduction and conclusion is available.

Developed under auspices and funding of a Title I, ESEA project.

(Con't.)

Changes to Indicate Better Understanding of Counselor's Role:

In this particular situation, the counselor's role in presenting the program and participating in discussion has helped bridge the gap between home and school communicating with each other; parents have become more willing to come to school for conferences and have opened their homes for neighborhood groups so that public relations have improved.

We have found increased effectiveness by:

1. Establishing informal, friendly atmosphere through
   a. Pre-approach letters, visit
   b. Physical arrangements for informal seating
   c. Serving coffee/light refreshments
   d. Inviting teaching staff participation
   e. Inviting parent-volunteer for liaison in follow-up
2. Opening question/discussion period after showing presentation
3. Breaking into small groups/rotating after fifteen minutes
   a. Scheduling/curriculum
   b. P.E./Health activities
   c. Clubs/Special interests
4. Giving each family copy of District 4J Junior High Handbook

Availability of Descriptive Materials:

Copies of the audiovisual composition for JUNIOR HIGH, BRIDGE TO MATURITY are available on request for 50c each including mailing.

– ACTIVITY –

Conductor of Activity: *Terry Thomas*
6601 Pear Street
Clarkston, Michigan 48016

Observer of Activity: *Charles Williams*
Oakland Schools
Campus Drive
Pontiac, Michigan

Group: Parents, students, teachers

Activity Information:

Approximate number in group: 1,500-3,000 All parents in Oakland County reading newspapers, etc.

Number of contacts with group: Daily

Activity Description:

Oakland Area Counselors Week has been established and an accompanying Publicity Guide for Counselors was developed. Included are hints and guides for newspaper publicity, special events, proclamations, etc., with handouts and articles included. These articles cover: "Counselor Week," "A Counselor Speaks," "Orientation," "Individualizing Programs in the Secondary School," and "What It Is Like to Talk with a Counselor."

Changes to Indicate Better Understanding of Counselor's Role:

Parents' questions regarding role and function, certification of counselors, training of school counselors.

Availability of Descriptive Materials:

One hundred copies of a publicity guide are available. There is no charge.

— ACTIVITY —

Conductor of Activity: *Richard W. Mulcahy*
Stevens High School
Broad Street
Claremont, New Hampshire 03743

Group: Community-at-large

Activity Information:

Approximate number in group:	Radio Audience
Number of contacts with group:	2
Average length of each contact:	20 minutes to 60 minutes

Activity Description:

Two radio interviews aimed at the community at large describing the high school's guidance program. The format and typescript are centered on the full guidance services. There is a one-hour "College Placement" program conducted by three counselors.

Changes to Indicate Better Understanding of Counselor's Role:

Proper title of school counselor used; more phone calls from general public; greater voluntary use of the guidance office.

Availability of Descriptive Materials:

None

— ACTIVITY —

Conductor of Activity: *E. N. Lewis, Jr. Counselor*
Beauregard Parish School Board
Drawer 152
De Ridder, Louisiana 70634

Group: Parents, teachers, community-at-large

Activity Information:

Approximate number in group:	50-150 (did program 4 times)
Number of contacts with group:	1 each group
Average length of each contact:	25 minutes

Activity Description:

Role playing with real facts, fictitious names in different counseling situations with problems summarized, conclusions given. Two student actors — a boy and a girl, and the counselor use an outline to hold the program together but the pupils react as they do in a counseling session. One situation focused on the dropout and the other on the girl who is "going to marry and doesn't need school anyway."

Changes to Indicate Better Understanding of Counselor's Role:

More parents referring their children and seeking information; hardly ever have questions about my role from community at large.

Availability of Descriptive Materials:

Sample of script available without charge from E. N. Lewis at above address.

— ACTIVITY —

Conductor of Activity: *William Logan*
Director of Guidance
Cedar Crest High School
Lebanon, Pennsylvania 17042

Group: Parents

Activity Information:

Approximate number in group:	200
Number of contacts with group:	3
Average length of each contact:	2 hrs.

Activity Description:

Series of orientation programs for parents and pupils designed to present the role of the counselor in the education of the student. Objectives of the program were to describe the services of guidance counselors and to arouse interest in parent involvement in the guidance process.

The guidance staff met to outline the scope and nature of materials to be presented emphasizing areas in which parents appeared uninformed. Next, all grade 8-12 parents were sent an open letter and an article was placed in the newspaper. The program covered the history of guidance, current influence, philosophy and objectives, an overview of the guidance program (five services).

Changes to Indicate Better Understanding of Counselor's Role:

Increased parent contact with the counselors. More interest in educational planning. More sophistication on the part of parents in their approach to the values and worth of counseling.

Availability of Descriptive Materials:

None

– ACTIVITY –

Conductor of Activity: *Beverly Logan and Walton Webb*
Former Counselors at
Walnut Hills High School
Cincinnati, Ohio 45206

Observer of Activity: *James M. O'Hara, Ph.D.*
Director of Guidance Services
608 East McMillan Street
Cincinnati, Ohio 45206

Group: Parents

Activity Information:

Approximate number in group: 200
Number of contacts with group: 1
Average length of each contact: 1 hour

Activity Description:

Counselor vignettes or kaleidoscope of counselor activities — series of brief role playing skits involving counselor conferences with students on a variety of issues; parents, faculty, and community agency personnel. Performed on a stage with a spotlight fading in and out of the various role-playing scenes. Vignettes followed by discussion with parent group for further elaboration of counselor role. An example of a vignette is a 25 second spot on the counselor and student and as soon as the student said something to the effect, "I'm pregnant and I don't know what to do about it," the spotlight fades from this pair and moves to the next pair, etc. Other topics include: career planning, special education, poor achievement, conflict with a teacher, and quitting school.

Changes to Indicate Better Understanding of Counselor's Role:

1. Immediate increase in demand from parents for more counselors.
2. Greater appreciation of potential contributions of counselor to the educational program.
3. Greater respect for the skills and knowledge required of counselors.

Availability of Descriptive Materials:

None

— ACTIVITY —

Conductor of Activity: *C. Edson Caldwell*
Sacramento State College
6000 J Street
Sacramento, California 95819

Group: PTA meetings, teachers' workshops, faculty meetings

Activity Information:

Approximate number in group:	50-100
Number of contacts with group:	1
Average length of each contact:	1 hour

Activity Description:

Role play the wrong approaches to counseling, then the correct. Use audience members or pupils. Show advising, paternal approach, directive, then helping non-directive.

Role playing was also used to show the difference between teaching and counseling. A teacher-pupil relationship followed by a counselor-pupil relationship was the procedure used.

Discuss relationships after each short presentation and at end invite questions from audience. (Get more feedback than from a speech.)

Changes to Indicate Better Understanding of Counselor's Role:

No opportunity to observe.

Availability of Descriptive Materials:

None

– ACTIVITY –

Conductor of Activity: *David A. Kendall and Patricia Gearing*
Counselors
Wheatland-Chili High School
Scottsville, New York 14546

Group: Community-at-Large

Activity Information:

Approximate number in group:	15 (may be repeated later to different people)
Number of contacts with group:	one
Average length of each contact:	one hour *minimum*

Activity Description:

This was a high school group demonstration undertaken during American Education Week to acquaint the public with the T-Group Technique which we use extensively in our school. We used a group which we had been working with for some time, and demonstrated the group-in-action, following a short presentation about the purposes, goals, methods, intentions, etc. A discussion period followed the demonstration.

Changes to Indicate Better Understanding of Counselor's Role:

Verbal feedback was very positive from those in attendance and has remained so. The non-informed public continues to be skeptical and resistant. Such *demonstrations* have proven more effective than mere public *explanations* in acquiring community support for this program. Overall result: T-group work with pupils is being expanded, with strong support from most people who appear to understand it, negativism from some community members, lack of involvement by the great majority.

Availability of Descriptive Materials:

None

— ACTIVITY —

Conductor of Activity: *Clifford Woehrle*
Director of Guidance
Mehlville School District
3120 Lemay Ferry Road
St. Louis, Missouri 63125

Observer of Activity: *Mrs. Ruth Young*
Vice-President and Program Chairman
Mothers' Club
2744 Erb Road
St. Louis, Missouri 63129

Group: Senior-junior high school Mothers' Club

Activity Information:

Approximate number in group: 50
Number of contacts with group: 1 each year
Average length of each contact: 45-60 minutes

Activity Description:

In the past contacts, the guidance group had done a panel, group discussion, lectured, asked for questions prior to meeting, etc. None of these seemed to produce the reaction we hoped for. This time we attempted to demonstrate group guidance or discussion to the mothers. The group was divided into four groups — one junior high and three senior high. Two counselors per group. The counselors took the role of a participant, not a leader. We got the response we wanted — reaction of the mothers to questions and answers.

Basic procedures included: introducing members of the group to "break the ice," have the counselor avoid starting the discussion — the silence is almost unbearable; counselor involvement limited to correcting incorrect information — as a discussant; try to get everyone involved, and give the group a chance to keep itself going.

Changes to Indicate Better Understanding of Counselor's Role:

The mothers found that the counselor was a person and they could relate to him. They found that the counselors have many methods by which they can help or work with pupils. Much information was transmitted in a short time. Mothers found that others like them had the same problems. Mothers found that the counselor can be helpful to them and is not unapproachable.

Availability of Descriptive Materials:

None

– ACTIVITY –

Conductor of Activity: *Glenn Button*
Research Coordinator
Kent Guidance Department
508 North Central
Kent, Washington 98031

Observer of Activity: *Parent teacher association at several of elementary and junior high schools*

Group: Teachers, parents, administrators

Activity Information:

Approximate number in group:	50-175 each time
Number of contacts with group:	several PTA groups
Average length of each contact:	estimated 1 hour

Activity Description:

Present as a program a demonstration of guidance in action using a team approach. The members of the team include counselor, social worker, administrator, teacher, psychologist, nurse, (speech therapist-possibly) and physician. The child had been studied and his family seen by individuals of the team prior to the conference. Goal — to seek better educational, emotional or social adjustment for the child (many other projects intended to educate educators and parents used with effectiveness).

A comprehensive handbook describing the role and activities of these specialists has been developed for both the elementary and secondary level.

Changes to Indicate Better Understanding of Counselor's Role:

Increase in appropriate type and number of referrals to counselors.

Availability of Descriptive Materials:

None

— ACTIVITY —

Conductor of Activity: *Marian Osterloh*
Pleasant Valley High School
1475 East Avenue
Chico, California 95926

Group: Parents

Activity Information:

Approximate number in group:	10-20
Number of contacts with group:	once a year
Average length of each contact:	one hour

Activity Description:

PTA chairmen contact mothers who may wish to volunteer their homes in which to have group meetings; "Coffee Claches." The principal, counselors, and/or department chairmen, two or three of these — different ones — attend these groups to discuss programs in the school and answer questions about individual children when requested. Parents are invited to come to school for further, more detailed, discussions.

Six to 12 parents usually attend each meeting. Chairs are arranged in an informal circle, introductions are made and questions are discussed and answered. One meeting was devoted to showing a film on drug use and the film was used as a discussion point. At another meeting only parents of seniors were present so the time was devoted to college plans and entrance requirements.

Changes to Indicate Better Understanding of Counselor's Role:

Parents come to these who won't seem to come to school. They feel more at ease in a home with other parents. No one person has to be a "president" or has to talk or is given a job to do while at these meetings. The hostess invites mothers (and some fathers come) from their respective residential areas to attend. We feel that these groups foster more successful parent-school relationships than the usual PTA meetings and give counselors more contact with parents in a more relaxed setting.

Availability of Descriptive Materials:

None

— ACTIVITY —

Conductor of Activity: *Kathleen D. Crouch*
Counseling Center
Georgia State College
33 Gilmer Street, S.E.
Atlanta, Georgia 30303

Group: All publics

Activity Information:

Approximate number in group: no limit
Number of contacts with group: 1 contact

Activity Description:

A series of slides was developed to be used by counselors when they make talks to diverse groups.

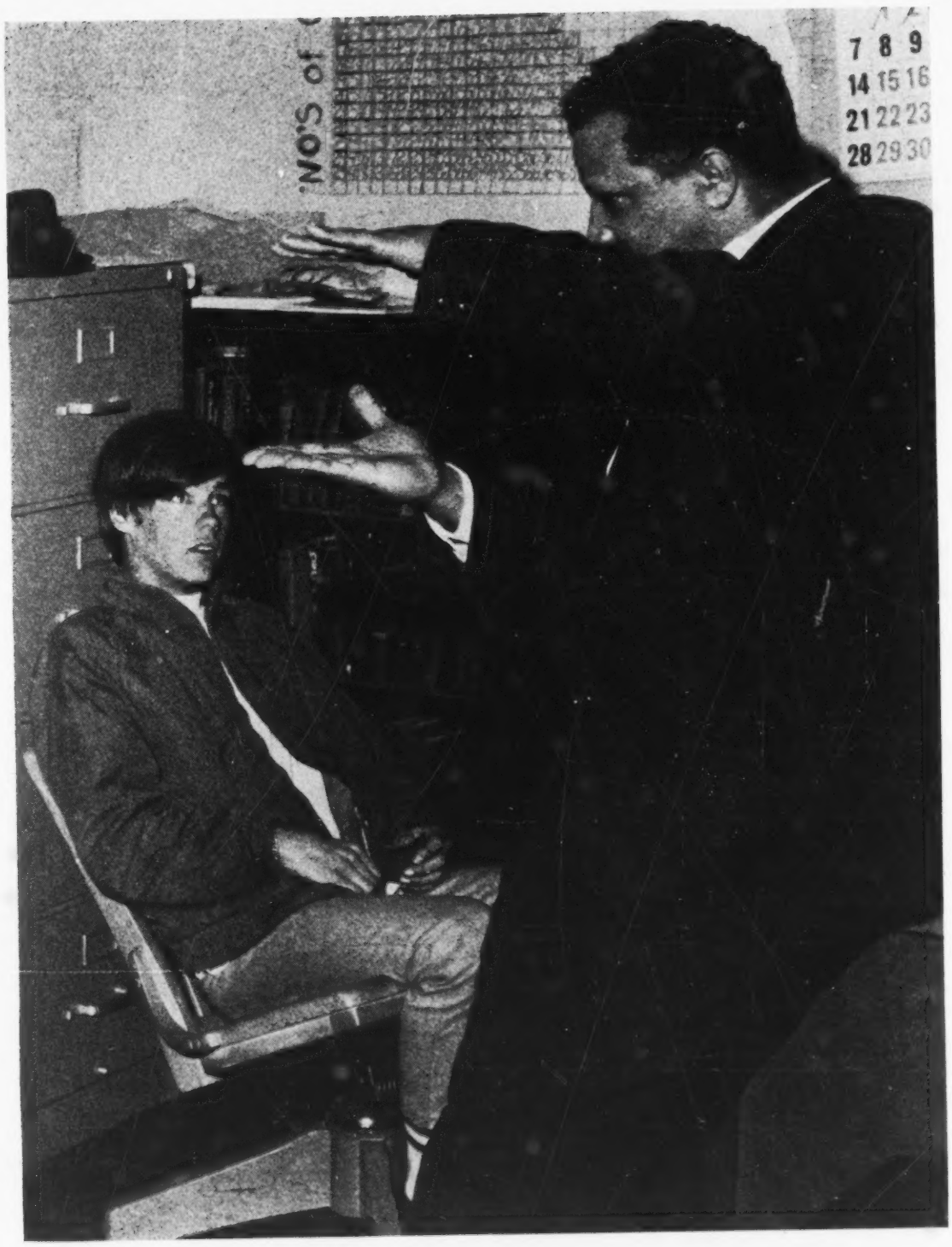
"The Counselor Works With" was designed to allow the counselor to utilize slides from his own specific school or district and to eliminate slides in the series which did not apply to that particular district. They are directed toward "working with" other people in personnel services.

The slides reflect the personality and activities of the counselor, in the school, and in the community. It costs $25 to set up, can be updated easily, and holds parents' interest by including their children in the slides.

The slides depict the counselor counseling, testing and giving information individually and in groups to pupils, parents, teachers, administrators, and various members of pupil services. Also depicted are community groups, college representatives and referral sources. The kinds of information the counselor handles and disseminates are pictured and the various professional associations and counselor activities are included.

Availability of Descriptive Materials:

An outline of the arrangement of the slides and therefore the speech is available on request at no cost.


7 8 9
14 15 16
21 22 23
28 29 30

V.

Counselors Communicate Their Roles To Pupils

Louis Halverson

In studying the role explanation activities received from school counselors throughout the country, there appears to be some agreement on the professional role which counselors are attempting to communicate to pupils. However, different methods are employed by counselors in conveying their role to others.

For pupils of junior high school age, the technique of using cartoon characters to communicate guidance activities appears to be a successful and acceptable approach. At the secondary level (grades 9-12), it appears that most role communication or explanation is done through a variety of organized orientation programs. These are conducted in some instances during the summer vacation period, but more commonly during the first few weeks of the fall semester.

In a majority of activities reported, a group varying in size from five to thirty pupils was used to enable the counselor to talk to pupils about counselor role. In some cases, facilities determined the size of the group rather than the activity itself.

Mr. Halverson is Director of Guidance Services, Stoughton, Wisconsin, Public Schools.

As one reviews the role of a school counselor, it becomes apparent that pupils see counselors as many different persons. Some see the counselor as a support person in the field of educational and vocational planning. Other pupils see the counselor as a liaison person on any matter where agreement between parties cannot be readily achieved. Other pupils may view the counselor as part of the administrative structure of the school whose responsibility it is to help the administrator run the school on a daily basis. Still others see counselors as being very understanding and sensitive to their personal needs and are willing to confide in the counselor on matters that are extremely personal in nature.

Reading the professional literature, observing and talking with other counselors, it becomes very obvious that school counselors fulfill different roles to different pupils. When it is all said and done, the majority of pupils will perceive counselors in the roles in which counselors themselves wish to be perceived. Their role perceptions and role understandings are demonstrated by the manner in which school counselors conduct role explanation or communication activities.

— ACTIVITY —

Conductor of Activity: *Constance Macmillan, Counselor*
Chariho Regional School
Wood River Jct., Rhode Island 02894

Group: 7th grade pupils

Activity Information:

Approximate number in group:	150 in groups of 6
Number of contacts with group:	1
Average length of each contact:	20 min.

Activity Description:

Group discussion of the role of the counselor as seen by the pupils, clarification by counselor, questions brought out if possible; orientation to school policies concerning counseling services; introduction of pupils in group and counselor to each other; small group counseling concerning problems already encountered — with individual follow-up if desired. Find this helps pupils to feel a rapport with counselor and come back comfortably, if needed.

This activity also used so that all pupils come in to the counselor's office at least once to familiarize them with it, to erase any stigma of coming for guidance (if all come initially as a group, no one seems to feel strange in coming again), and to try a new experience in the security of a group of known persons.

Changes to Indicate Better Understanding of Counselor's Role:

Some felt that they only came to see a counselor if they had major problems, others that they should come only for program changes. Many were apprehensive of the unknown counselor, etc. After this introductory session, many pupils felt more at ease in counseling sessions, came to discuss academic, social, and physical problems that they had not before thought in the realm of guidance.

Availability of Descriptive Materials:

None

– ACTIVITY –

Conductor of Activity: *Donald Walter and Betty Tiffany, Counselors*
Sacajawea Junior High School
401 East 33
Spokane, Washington 99203

Group: Pupils

Activity Information:

Approximate number in group:	600 (visited 35 at one time)
Number of contacts with group:	1
Average length of each contact:	30 minutes

Activity Description:

We developed a guidance handbook using cartoon characters to explain the following services: orientation, information, counseling, and testing. During the first two weeks of school we visited all 7th graders and explained our services using the overhead projector.

Changes to Indicate Better Understanding of Counselor's Role:

We noted a friendly attitude in the hall immediately. We also noted more self referrals from the seventh graders.

Availability of Descriptive Materials:

Copies of "Sacajawea Guidance Handbook" are available at $1.00 each including postage. Requests should be to Betty Tiffany at above address.

— ACTIVITY —

Conductor of Activity: *G. K. Glaze*
Clarkston Senior High School
Clarkston, Washington 99403

Group: 1) Pupils
2) Administrators

Activity Information:

Approximate number in group:	1) 250/year (about 30 at a time) e.g. freshmen and sophomore classes 2) 4 administrators
Number of contacts with group:	One in each case
Average length of each contact:	1) 1 hour 2) report in written form

Activity Description:

1) Explanation of counselor's duties during sophomore orientation. Also explanation in student handbook.
2) A formal written report to administrators and others indicating interest. The report covered the past duties and the direction in which we are trying to go.

Changes to Indicate Better Understanding of Counselor's Role:

We get more pupils coming in on their own. Teachers seldom come to us for administrative help, but make use of our office for counseling and case conferences.

Availability of Descriptive Materials:

None

– ACTIVITY –

Conductor of Activity: *Pupil Personnel Services Section*
Minnesota Department of Education
St. Paul, Minnesota 55101

Group: Pupils

Activity Information:

Approximate number in group:	Unlimited
Number of contacts with group:	Not applicable
Average length of each contact:	Not applicable

Activity Description:

A booklet, "Counseling Is . . . ," was developed to communicate counselor role. The booklet uses mainly cartoons to explain a few things about what counseling is and what it attempts to do for pupils. Although the booklet has been prepared primarily for pupils, it would be useful with parents, teachers and administrators.

Changes to Indicate Better Understanding of Counselor's Role:

Booklet is new, therefore little opportunity to evaluate. However, this resource seems to have much promise for communicating the counselor's role.

Availability of Descriptive Materials:

Single copies available on request to Director of Pupil Personnel Services Section.

VI.

Counselors Communicate Their Roles

To Teachers

William Erpenbach and Richard Roth

As judged by the results of this study, counselors seem to be in agreement regarding the need for and activity presently directed to communicate counselor role to teachers. Approximately 22 percent of the respondents felt that teachers were the group most in need of counselor role understanding. Of the role communication descriptions submitted to the committee, approximately 23 percent were directed at teachers.

Most of the activities described involved counselors talking to groups of teachers about counselor role. These invariably involved the distribution of a handbook of guidance services, materials prepared by the American Personnel and Guidance Association and by ASCA, and/or viewing a filmstrip or film on guidance services. The teachers were generally talked to in groups including "old" or veteran and new teachers or in separate sub-groups. To a lesser extent, counselors seemed to include tours of the guidance center and discussions regarding information and services available from the counselor.

Counselors, as a group, do not seem to have undertaken efforts to assess the effectiveness of their role communication activities with teachers or to have tried other than conventional approaches to role communication or explanation. For example, the committee feels that increased efforts must be made by school counselors to determine whether their role performances are in accordance with what teachers conceive the counselors' role to be. Counselors, and teachers, are all too often prone to complain about and not remediate their discords. Counselor role communication activities for teachers as described to the committee were conspicuously absent in group dynamics approaches, role playing and role evaluation.

Mr. Erpenbach is State Supervisor of Counseling and Guidance Services and **Dr. Roth** is Chief, Pupil Services Section, Department of Public Instruction, Madison, Wisconsin.

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— ACTIVITY —

Conductor of Activity: *Howard Couch, Guidance Director*
District #91
150 North Water Avenue
Idaho Falls, Idaho

Observer of Activity: *Rheim M. Jones, School Board Member*
275 Marjacq Avenue
Idaho Falls, Idaho 83401

Group: School personnel

Activity Information:

Approximate number in group:	10
Number of contacts with group:	2 showings thus far
Average length of each contact:	20 minutes

Activity Description:

A set of 74 35mm slides with taped narration depicting pupil personnel services in our district and especially the work of an elementary school counselor. Name of Project: *The Riverside Story.*

Changes to Indicate Better Understanding of Counselor's Role:

So far, favorable comments are the only response of which I am aware. The story has been used in a master's thesis project to determine the effectiveness in changing teachers' attitudes toward the need for counseling at the elementary level. A preliminary view of the results of before and after ratings indicate a more positive attitude toward counseling following the showing of the film.

Availability of Descriptive Materials:

None

— ACTIVITY —

Conductor of Activity: *Clarence Musgrave*
Fayette County Guidance Committee
Walton Avenue
Lexington, Kentucky 40508

Group: School staff

Activity Information:

Approximate number in group: 20

Activity Description:

Committee of guidance director, counselors, administrators, and outside consultant evaluated role of counselor in Fayette County school — teachers were asked to express views and questions to the committee. Results of the year-long project were mimeographed and distributed to counselors, administrators and participating teachers.

Changes to Indicate Better Understanding of Counselor's Role:

The final report, "Guidelines for Guidance in Fayette County Schools," has been used extensively as a frame of reference for all schools as they continue their efforts in planning and implementing programs of guidance services. It has also served a vital purpose in orienting new counselors and prospective counselors to the Fayette County school philosophy of guidance and counseling.

Availability of Descriptive Materials:

Copies of "Guidelines for Guidance in the Fayette County Public Schools" are available at 25 cents including postage to the first 50 requests. No additional copies will be available until the guidelines are revised.

— ACTIVITY —

Conductor of Activity: *Counselors*
Meadowdale High
6002 168th Street, S.W.
Lynnwood, Washington 98036

Group: Teachers, administrators, pupils

Activity Description:

A series of survey instruments to assess perceptions of counselor role — "Comparison of 'actual' with 'ideal' Situations as Regards Activities Performed by Counselors," (for principals and counselors to complete) "Counselor Philosophy Statements Survey," (for groups of counselors) "Counseling Service Evaluation" (for pupils) "Questionnaire on Perceptions of the Role of the Counselor," (For all professional staff) "Counselor Concerns" (a series of weekly newspaper articles).

Changes to Indicate Better Understanding of Counselor's Role:

Summary statements are available to illustrate the usefulness of these instruments.

Availability of Descriptive Materials:

None

— ACTIVITY —

Conductor of Activity: *Phyllis Barker*
Director of Guidance
Mount Vernon High School
Mount Vernon, Indiana 47620

Group: Teachers, administrators, parents, pupils

Activity Information:

Approximate number in group: Entire student body and faculty

Activity Description:

Publication of a "Guide-Lines" paper — every two weeks during the school year. A copy is given to each pupil and faculty member and sent to the administration and other key personnel. Pupils are encouraged to take it home for parents and to save it for future reference.

Changes to Indicate Better Understanding of Counselor's Role:

1. More pupil initiated conferences
2. More use of guidance reading room
3. Parent comments

Availability of Descriptive Materials:

Sample copies are available for the cost of mailing. Interested persons should include a stamped, self-addressed envelope with requests for materials.

— ACTIVITY —

Conductor of Activity: *Phyllis K. Lisi, Counselor*
Anthony J. Veraldi Jr. High School
Middletown, New York 10940

Observer of Activity: *The Veraldi Counseling Staff (4 members)*

Group: Staff

Activity Description:

The Newsletter was started in 1966-1967 to keep teachers abreast of the activities going on in the guidance department and to fill a gap in the understanding between teachers and the guidance office.

The Newsletter's main objectives are to keep communications open between faculty and the guidance office, to acquaint new staff with procedures in guidance, and to keep all staff up to date on current activities in the department.

As with many large institutions, the duties of special services and members of the administration are often misunderstood. We have endeavored to present these services through the Newsletter.

Teachers do participate in that we leave the way open for them to make suggestions and to visit with us whenever they see fit. This is initiated in each issue through the suggestion sheet.

Changes to Indicate Better Understanding of Counselor's Role:

Since this is not an activity where we meet in a formal gathering, it is difficult to state behavioral changes. It is our feeling, however, that much of the faculty feels a closer bond with the guidance department. Too, good will is evident through the participation of other staff members in the writing of articles. The suggestion sheet has not taken hold as well as we hoped; suggestions which are made are responded to in the succeeding issues.

Availability of Descriptive Materials:

Sample materials are available at minimal costs which include duplicating and mailing.

— ACTIVITY —

Conductor of Activity: *Marian Wright, Supervisor of Guidance*
Hamilton County Board of Education
325 East Central Parkway
Cincinnati, Ohio 45202

Observer of Activity: *Helen Albring, Counselor (Chairman of Group)*
Three Rivers Junior High School
8575 Bridgetown Road
Cleves, Ohio 45002

Group: Teachers and administrators

Activity Information:

Approximate number in group: 18
Number of contacts with group: 12
Average length of each contact: 2 hours

Activity Description:

The group planning the handbook for teachers was composed of teachers, administrators and counselors from primary through high school. Three handbooks were created by three subcommittees from the group. All material for handbooks was brought back to the group for critical analysis and approval. The three handbooks were distributed to the teachers in the Hamilton County School District in September.

Changes to Indicate Better Understanding of Counselor's Role:

I can only speak for my school district. The teachers are much more aware of the services offered by the counselor. They also understand more fully the use of standardized test results. There have been many more contacts with the counselor initiated by the teachers. Communication is definitely improved.

Availability of Descriptive Materials:

Three handbooks are available at $1.00 each including mailing. These are:

1. Elementary (K-6) Guidance Handbook
2. Junior High Guidance Handbook
3. Senior High (9-12) Guidance Handbook

– ACTIVITY –

Conductor of Activity: *Dr. Thomas W. Stephens*
Coordinator of Guidance Services
San Mateo U.H.S. District
650 North Delaware
San Mateo, California 94401

Observer of Activity: *Vice principals of guidance in each of 7 high schools also conducted activity.*

Group: 1) New teachers, 2) all school faculty, 3) pupils

Activity Information:

Approximate number in group:	District average daily attendance — Approximately 12,000
Number of contacts with group:	Varied according to activity; usually once in formal act.
Average length of each contact:	Varied according to activity; usually 1 hour

Activity Description:

This response covers the three activities listed under Section II (Group). Activity 1) is done routinely each year as part of new teachers' meetings when entire counseling staff meets with new teacher groups at each school to explain role. Activity 2) refers to annual, in some schools, and bi-annual meetings with other faculties to discuss counseling procedures and services. Activity 3) consists of routine freshman class guidance unit presentations in which counselor representatives discuss the school and guidance operations either in World Geography classes or in small groups of counselees.

Some of the material used in the activities was prepared at a "guidance council retreat."

Changes to Indicate Better Understanding of Counselor's Role:

Have not made any formal evaluation of these changes. We are in agreement that 1) there is less confusion as a result of these (and related) activities, and 2) there is a need for more thorough understanding of the counselor's role, generally speaking.

Availability of Descriptive Materials:

None

— ACTIVITY —

Conductor of Activity: *Roger A. Martin, Guidance Director*
High School
Madawaska, Maine 04756

Group: Teachers

Activity Information:

Approximate number in group: 35
Number of contacts with group: 2
Average length of each contact: 40 minutes

Activity Description:

Explanation of function of guidance department — materials available to teachers — encouraging case conferences — Each teacher given copies of "The Role of the Secondary School Counselor" — and "Teachers and Counselors Work Together".

Changes to Indicate Better Understanding of Counselor's Role:

Teachers have called on counselor more often for case conferences — teachers have made greater use of information in cumulative records.

Availability of Descriptive Materials:

APGA Publication Sales, 1607 New Hampshire Avenue, N.W., Washington, D. C. 20009
"The Role of the Secondary School Counselor" 25 for 75c
"Teachers and Counselors Work Together" 15 for $1.00
"The Teacher Looks at Guidance" 50c/quantity discounts
"Expectations and Commitments" 15 for $1.00
American Vocational Association
"Vocational Aspects of Guidance" 50c each
Public Affairs Pamphlets
"What to Expect from School Counselors" 25c/quantity discounts

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VII.

Conclusions On Role Communication Activities

This chapter attempts to pull together the many opinions and experiences gained by the committee members in conducting this project. The task has taken much time; longer than the committee would have liked because useful information has not gotten to school counselors as quickly as anticipated.

This chapter was not originally planned by the committee as a part of its final report. However, as the project evolved, it became obvious that strong convictions about counselor role communication activity were developing among the committee members. The purpose of this chapter then, is to allow the committee to editorialize about school counselor role communication. The opinions expressed are based on the approximately 2,200 counselor role explanation activity descriptions read by committee members, the approximately 300 activities subsequently followed up in some detail, literature on counselor role and innumerable hours of conversation about the topic at countless meetings of the committee.

Data Received

Information regarding the number of role communication activity descriptions received by the committee is summarized by states in Table 1. In almost all instances, the various states had worked with the committee to duplicate and distribute or to distribute but not duplicate the questionnaire for counselors in their respective states.

In initiating the survey, the committee wrote personal letters to each chief state school officer explaining the project and asking that a liaison person be designated to work with the committee. Forty states responded to these contacts and subsequently arranged for distribution of the survey instruments. Additionally, the questionnaire was printed in several issues of the *ASCA Newsletter.*

The responses received by the commit-

tee and reported in Table 1 can also be summarized by geographic regions. This data is as follows:

East	16%
Mid-Atlantic	6%
Southeast	25%
Midwest	23%
Southwest	3%
Mountain	4%
Far West	16%
Great Plains	7%

Table 1

Number of Role Communication Activities Received From Each State

Alabama	11
Alaska	8
Arizona	9
Arkansas	28
California	149
Colorado	1
Connecticut	19
Delaware	6
Florida	271
Georgia	106
Hawaii	15
Idaho	46
Illinois	171
Indiana	61
Iowa	45
Kansas	81
Kentucky	71
Louisiana	20
Maine	40
Maryland	4
Massachusetts	45
Michigan	11
Minnesota	65
Mississippi	1
Missouri	50
Montana	17
Nebraska	0
Nevada	18
New Hampshire	19
New Jersey	12
New Mexico	26
New York	65
North Carolina	4
North Dakota	35
Ohio	64
Oklahoma	0
Oregon	8
Pennsylvania	104
Rhode Island	32
South Carolina	112
South Dakota	44
Tennessee	44
Texas	5
Utah	29
Vermont	4
Virginia	1
Washington	149
West Virginia	4
Wisconsin	32
Wyoming	3
Also: Canada	1
Germany	1
Guam	10
TOTAL RECEIVED:	2177

An analysis of role communication activities submitted to the committee is presented in Table 2. The data are summarized in terms of the frequency of groups checked by the respondents as being most in need of assistance in counselor role understanding and the frequency with which the role communication activities described were directed to various counselor reference groups. In both instances, the totals of groups checked and activities described exceeds the number of questionnaires returned.

In the former case, several persons circled two or more groups as being most in need of role communication activity. The most frequent of these seemed to be boards of education and administrators

and administrators and teachers.

In the latter case, several role explanation activities were directed at two or more groups. The most frequent combinations seemed to be teachers, pupils and administrators and pupils and parents. The large number of "none" in this activity description category reflects those persons who did not have activities to report but who nominated groups most in need of role communication by counselors.

Table 2

Analysis of Role Communication Activities Received

	Number	*Percent
1. Number Received	2177	—
2. Group Designated as Most in Need of Assistance		
A. Administrators	410	17.3
B. Community-at-Large	535	22.6
C. Counselors	68	2.9
D. Parents	327	13.8
E. Pupils	311	13.1
F. School Boards	164	6.9
G. Teachers	512	21.6
H. Others	45	1.9
I. Total 2A through 2H	2370	100.1%
3. Activity Directed Toward		
A. Administrators	217	8.2
B. Community-at-Large	219	8.2
C. Counselors	78	2.9
D. Parents	506	19.0
E. Pupils	511	19.2
F. School Boards	57	2.1
G. Teachers	601	22.6
H. Others None 304 [11.4%]; PTAs 168 [6.3%]	474	17.8
I. Total 3A through 3H	2662	100.0%

*Based on 2I and 3I; not on 1.

Conclusions

As was suggested in Chapter V, it is obvious that counselors are fulfilling different roles for different pupils (or, for that matter, different significant others). Perhaps this is as it should be and role communication activities ought to remain general in their scope. Pupils will then perceive counselors in the roles in which the counselors wish themselves to be perceived. The important factor is that school counselors have some common basepoint of role definition and communication. Such agreement will do much to overcome the many disparities that seem to exist regarding counselor role and function.

While research and role communication activity has been undertaken with

various counselor referrent groups (teacher-counselors, pupil-counselors, parent-counselors, counselor educator-counselors), the area of administrator-counselor relationships needs further study and counselor role communication activity. It appears to the committee that counselor role and function statements by professional counselor groups and counselor educator role ideals and training will be implemented by school counselors only to the degree of building level consensus on counselor role between principal and counselor.

There is a pronounced need for systematic and frequent dialogue among counselor educators, state supervisors, school counselors and relevant counselor sub-publics including parents and pupils to review this matter of what it is that school counselors are indeed supposed to do. There is a pressing need in this matter for counselor initiative to implement a professionally defined role. A major part of this will require greater visibility of the effect which programs of guidance services have in our schools and on the pupils served.

Is Wrenn's observation of counselors, *"What you are speaks so loudly that I can't hear what you say,"* the problem? (in Bentley, 1968, p. vii). Consider Bentley's comment:

> Is it possible that the increasing recognition of the importance of counselors will serve to hinder the development of the profession of counseling by creating a state of euphoria and a feeling of importance? Will counselors count themselves as successful, as having 'arrived,' and thereby discount the importance of continual examination and clarification of role performance? (1968, p. 2)

After almost a decade of unprecedented growth, the school counseling movement seems to have reached a plateau. Whether the gains are consolidated and growth continues seems dependent in part on additional research and evaluation and much more counselor role communication activity. But counselors are going to have to reach greater consensus regarding the roles they wish to communicate. We leave this by quoting Sanborn:

> No matter how well one learns the techniques, one simply cannot apply them effectively when he does not know what he wants to do. (1965, p. 105).

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